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ABSTRACT

This book shows how teacher research and reform can positively change both teachers and students, making them better readers, writers, and learners. Two elementary schools in Georgia, serving students in a poor area that lacks educational resources, are the focus of the Kings Bridge Road Research Team, a group composed of public school teachers, administrators, and university staff. The 11 chapters of this book contributed by members of this team are: (1) "Discovering New Routes to Literacy and Learning" (JoBeth Allen, Frances Hensley, Terry Wood, and Jane Rogers); (2) "Evolving Research Communities" (JoBeth Allen, Marilynn Cary, and Frances Hensley); (3) "Teaching, Learning, and Partnerships: Strategies for Including Special Needs Students" (Jan Kimbrell-Lee and Terry Wood); (4) "Being Somebody Else: Informed Drama in the Fourth Grade" (Carol Carr Kieffer); "The Playground Experience" (Ruth Rowland); (6) "A Schoolwide Study of Assessment Alternatives" (Gwen Bailey); (7) "Developing Portfolio Processes: 'If You Don't Have Anything in There, You Can't Do This'" (Linda Morrison and Ronald Kieffer); (8) "Whole Language, Media Centers, and Classroom Libraries: Research in Action" (Lisa James Delgado, Mary Jane Hilley, Melvin Bowie, and JoBeth Allen); "A Communication Triple Crown: Making Home-School Connections Among Parents, Students, and Teachers" (Jennifer White); (10) "New Pathways to Literacy: A Reflective Look at a First-Year Pre-kindergarten Program" (Marilynn Cary, Lori Davis, and Janet Benton); and (11) "Make Learning Funner, So People Want to Learn: A Longitudinal Study of Students' Perceptions About Schooling" (Lolita Brown, Lori Davis, Patty Griffith, Cheryl Poponi, Dorothy Rice, Jane Rogers, Holly Ward, and Jennifer White). The conclusion is titled "Action Research: Where's the Action?" (Contains 110 references.) (JLS)